



Santa Ana High School

520 West Walnut Street • Santa Ana, CA 92701-5559 • (714) 567-4900 • Grades 9-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Santa Ana Unified School District

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School Description

School Description: Santa Ana High School (SAHS) is situated in a densely populated urban setting surrounded by a mixture of businesses and residences. Located in Santa Ana, California, we are a comprehensive high school with grades 9 - 12.

Established in 1889, SAHS is the oldest high school in Orange County. SAHS enjoys a positive reputation within the SAUSD and surrounding community for many reasons, including significantly improved student achievement. Recent graduates have attended Harvard, Yale, Stanford, MIT, UC Berkeley, and other fine institutions of higher learning. In the school's 125 year history, many certificated and classified staff members are alumni.

As the oldest and largest of the six comprehensive high schools, the district looks to SAHS for leadership in implementing strategies to strengthen student proficiency in language arts and math. SAHS has developed a school-wide focus on academic achievement in these areas based on standards-based instruction, data-driven planning and targeted intervention programs.

SAHS serves a largely Latino community and is composed mainly of students living in apartments and small homes. The student population at SAHS is overwhelmingly socio-economically disadvantaged. SAHS families are typically first or second generation immigrants. Almost all families have roots in Mexico or Central America. Resources at home are scarce, both monetarily and educationally. Spanish, more often than not, is the primary language of the home. Street gangs have a strong presence in the community, which for some students makes survival a priority. Students typically walk from nearby residential communities. The majority of the students attending SAHS come to us from Willard, Mendez, Sierra, and Spurgeon Intermediate Schools in the Santa Ana Unified School District.

Our Mission: SAHS is to provide a successful educational environment through the unified efforts of highly qualified staff, parents, students, businesses, and government agencies. Each student will develop the essential skills to communicate effectively and process and analyze information in large and small group settings. Each student will acquire and develop a sense of responsibility and commitment to self, school, community and education as a life-long process and be empowered to excel in their academic, social and vocational endeavors.

District Profile

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 56,000 students in grades K-12, residing in the city of Santa Ana. As of 2015-16, SAUSD operates 37 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 91% enrolled in the Free or Reduced Price Meal program, 60% qualifying for English language learner support, and approximately 12% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990. Each of Santa Ana Unified School District's staff members, parent, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	767
Grade 10	713
Grade 11	686
Grade 12	634
Total Enrollment	2,800

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.1
Asian	0.2
Filipino	0.2
Hispanic or Latino	98.5
Native Hawaiian or Pacific Islander	0.1
White	0.5
Two or More Races	0.2
Socioeconomically Disadvantaged	97.9
English Learners	24.3
Students with Disabilities	12.7
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Santa Ana High School	14-15	15-16	16-17
With Full Credential	102	123	113
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	3
Santa Ana Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	2140
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Ana High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.2	0.8
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state’s list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district’s Board of Trustees. On October 11, 2016, the Santa Ana Unified School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 16/17-3135 which certifies as required by Education Code §60119 that for the 2016-2017 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Textbooks and Instructional Materials
Year and month in which data were collected: October 11, 2016

Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2008	Pearson/Prentice Hall, <i>Algebra Readiness</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 1</i>	9-12
2008	Holt, Rinehart, Winston, <i>Geometry</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 2</i>	9-12
2008	McDougal Littell, <i>Precalculus with Limits: A Graphing Approach</i>	9-12
2008	McDougal Littell, <i>Calculus of a Single Variable</i>	9-12
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability & Statistics</i>	9-12
Language Arts		
2010	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2003	Holt, Rinehart, Winston <i>Literature & Language Arts</i>	9-12
Science(s)		
2007	Holt <i>Earth Science</i>	9-12
2007	Glencoe <i>Biology</i>	9-12
2007	Prentice Hall <i>Chemistry</i>	9-12
2007	Prentice Hall <i>Essentials of Human Anatomy & Physiology</i>	9-12
2007	Prentice Hall <i>Conceptual Physics</i>	9-12
2007	Holt-McDougal, <i>Physics Honor – Algebra/Trig</i>	12
Social Science		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magraders</i>	9-12
2006	Prentice Hall <i>Economics: Principles in Action</i>	9-12
2006	McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>	9-12
2006	Glencoe/McGraw-Hill, <i>Psychology – Understanding Psychology</i>	9-12
2006	Holt. <i>Sociology – The Study of Human Relationships</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal designee for routine maintenance, daily custodial duties, and special events preparations. The principal/designee and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal/designee inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/30/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BLDG 9 BOYS RR: Sink not working w/o: 263025 GIRLS LOCKERS: Restroom sink doesn't work w/o: 263025 SMALL GYM: Drinking fountain doesn't work w/o: 263025
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	32	27	30	44	40	41	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.8	31.3	30.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	28	31	27	31	44	48
Math	13	10	22	25	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	709	678	95.6	29.8
Male	363	343	94.5	30.0
Female	346	335	96.8	29.6
Hispanic or Latino	696	666	95.7	29.7
Socioeconomically Disadvantaged	690	660	95.7	29.1
English Learners	192	179	93.2	9.5
Students with Disabilities	89	85	95.5	29.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	617	596	96.6	30.7
Male	11	291	281	96.6	23.9
Female	11	326	315	96.6	36.7

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	11	609	588	96.5	30.9
Socioeconomically Disadvantaged	11	602	584	97.0	30.5
English Learners	11	123	109	88.6	0.9
Students with Disabilities	11	81	75	92.6	5.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	617	594	96.3	10.5
Male	11	291	280	96.2	10.8
Female	11	326	314	96.3	10.2
Hispanic or Latino	11	609	586	96.2	10.5
Socioeconomically Disadvantaged	11	602	582	96.7	10.2
English Learners	11	123	108	87.8	1.9
Students with Disabilities	11	81	75	92.6	2.7

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to get involved in Santa Ana High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, library, and/or media center on special days. The establishment of the Parent Center in counseling affords many new opportunities for parents to meet with school personnel, keep up with student progress and to learn new skills. We have staff who work exclusively on promoting parent involvement by creating a welcoming and sharing atmosphere on our campus. Parents are always invited to help chaperone field trips or become a member of the School Site Council. Santa Ana High School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

To increase parent involvement and ensure understanding of the high school education system in order to improve student learning at home and at school.

- The Parent Liaison, Outreach Consultant, ELD Coordinator and site ELAC representatives will facilitate monthly ELAC meetings. Counselors and administration will conduct regular monthly meetings to present information to parents. Parent access to student information through Aeries has increased parent awareness and provided a new focus on topics for parent meetings. Facilitate timely parent meetings in which parents are taught to read and analyze test results (CELDT, MAP, benchmarks, ACT, SAT, PSAT SBAC, AP, etc). Help parents understand how this will affect to academic future of their children. Create a glossary of frequently used school terms and acronyms (GPA, etc) for parents to have a clear understanding of material being presented/discussed.

To accomplish this we will: Maintain a Parent and Community Center to ensure that parents, students and community members have access to support and resources.

- The Parent Liaison, Outreach Consultant and other staff members will maintain the Parent Center, providing hospitable surroundings for parents, including a small area for children. The Parent Liaison, Outreach Consultant and other staff members will facilitate communication with teachers and administrators for non-English speaking parents. Extra space for larger meetings has been provided by the school, as parent participation has grown.

School will provide ongoing educational opportunities to increase engagement, partnership and student success.

- The Parent Liaison, Outreach Consultant, ELD Coordinator, counseling staff and administration will schedule information sessions and classes for parents. These will include but not be limited to site-conducted Aeries access training, Higher Education workshops, CELDT testing, academic presentations on site programs such as Accelerated Reader, Read 180, Saints Academy, the English Learner Saturday Academy and AP tutoring. Counselor will conduct parent information sessions on graduation and college attendance, PTA and Partnership activities. SAHS will promote parent membership and leaders in the English Learner Advisory Committee and School Site Council to serve as advisors to the Principal. SAHS parent leaders will work collaboratively with parent leaders of feeder schools. The Parent Liaison and the counseling staff will ensure that parents are made aware of extracurricular programs and academic programs available to students; i.e., ROP/CTE, AVID, Talent Search, CSF, Nicholas Center, Think Together, student selections process, registration deadlines, etc. Leadership training is available to parents through the Orange County Labor Federation. Provide mental health services to students as needed; Safety of Students (SOS) program, conducted through the psychologist's office. Offer Turning Point counseling services on campus.

Parents will embrace and take an active part in defining the school culture through participation in ELAC, SSC, PTA and Padres Saints.

- Portions of the SPSA will be translated for parents and presented during ELAC meetings. Their questions and input are indicative of the high level of interest and a growing understanding of the functioning of the school. Parent Liaison and other staff will continue to develop ways for parents to become more involved in a school culture of support and learning, and actively recruit and welcome more Padres Saints volunteers to support the PBIS programs. Parent Liaison and other staff will track parent attendance to school meetings and workshops, work on developing high expectations for parents to attend at least one parent meeting per semester and schedule flexible times to accommodate parent needs. Parent Liaison and other staff will continue to build capacity in training parents to understand the principles of PBIS and how they can be implemented at home.

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 567-4900.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2015-2016 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	7.9	7.7	1.6
Expulsions Rate	0.4	0.2	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.3	3.5	3.0
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	54	
Percent of Schools Currently in Program Improvement	90.0	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	7
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1.5
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	3
Average Number of Students per Staff Member	
Academic Counselor	365

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	28	32	32	42	15	15	20	24	24	74	66	66
Mathematics	26	32	32	39	15	15	17	16	16	69	65	65
Science	34	33	33	8	8	8	12	22	22	58	48	48
Social Science	30	32	32	19	9	9	2	15	15	64	44	44

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Santa Ana High School staff development is a combination of teacher-driven need and district need. The district has provided the teachers with training on Content and Language Objectives, Thinking Maps across the curriculum to support thinking and writing, and Common Core State Standards (CCSS) Training focusing on Text Complexity, Academic Collaborative Conversations, and Close Reading. The district provides opportunity for three back-to-school development days in August each year to provide additional time designated for staff development where Santa Ana High School staff members have been presented effective instructional strategies and shared pertinent information on how to better serve our students and their families. Throughout the last three years, both paid and mandated opportunities have been available to all staff after-school on site or at the district. The district provides teachers with a list of professional development opportunities where they can sign up on Oracle. Teacher-led professional developments are also provided during this time and throughout the year. Expert teachers provide the staff with training on Flipped Classroom, Google Docs, Smart board, Illuminate, Aeries, and integrating technology into the classroom. The following are opportunities for professional development that the district provides.

Santa Ana High School staff has adopted the Professional Learning Community (PLC) model. Teacher teams collaborate to align course content to state standards and to develop common assessments. They share lesson plans and best instructional strategies. Instructional minutes have been moved to provide teachers an average of 90 minutes of planned collaboration and professional development time per month.

In the monthly department meetings, teachers are able to share best practices and effective teaching strategies with their colleagues. Departmental action plans were formulated at the start of this school year and are assessed and monitored for progress on a regular basis. Summary department reports on goals are submitted by department to the principal for review and support. Teacher teams develop action plans for implementing standards-based instruction and assessment. SAHS has developed an instructional focus for 2015-16 based on three key questions:

1. What do we want the students to know?
2. How will we know that they learned it?
3. What will we do if they did not learn it?

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available on the www.sausdtips.org.

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,618	\$45,092
Mid-Range Teacher Salary	\$77,227	\$71,627
Highest Teacher Salary	\$100,016	\$93,288
Average Principal Salary (ES)	\$123,500	\$115,631
Average Principal Salary (MS)	\$125,613	\$120,915
Average Principal Salary (HS)	\$139,614	\$132,029
Superintendent Salary	\$313,500	\$249,537
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project – UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor’s CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Options
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Special Education
- Title I, II, III, and IV part B

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,457	\$1,062	\$5,396	\$87,280
District	◆	◆	\$3,423.06	\$82,966
State	◆	◆	\$5,677	\$75,837
Percent Difference: School Site/District			57.6	5.2
Percent Difference: School Site/ State			-4.9	15.1

* Cells with ◆ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Santa Ana High School	2011-12	2013-14	2014-15
Dropout Rate	12.70	11.50	8.70
Graduation Rate	84.87	85.85	85.81
Santa Ana Unified School District	2011-12	2013-14	2014-15
Dropout Rate	9.60	8.20	6.20
Graduation Rate	85.93	87.37	88.88
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1085
% of pupils completing a CTE program and earning a high school diploma	94.52
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	76

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.65
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	34.7

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	5	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	4	♦
Science	6	♦
Social Science	15	♦
All courses	32	.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	87	90	86
Black or African American	50	81	78
American Indian or Alaska Native	0	100	78
Asian	0	97	93
Filipino	0	95	93
Hispanic or Latino	88	89	83
Native Hawaiian/Pacific Islander	100	100	85
White	75	99	91
Two or More Races	0	100	89
Socioeconomically Disadvantaged	70	74	66
English Learners	35	35	54
Students with Disabilities	70	67	78

Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers cutting-edge, rigorous and relevant courses to prepare all high school students to be both college and career ready. To meet this goal, students have the opportunity to take an integrated sequence of CTE courses called a CTE Pathway that is focused on industry specific program of study over a two to four year period. SAUSD has continued to expand CTE courses to include a wide range of high-wage, high-skill, and high-demand careers in the areas of science, technology, engineering and math (STEM) pathways. We continue to focus on adding industry certifications and internship opportunities to many of our pathways. CTE courses and pathways are available to all high school students in the Santa Ana Unified School District.

CTE Pathways in Santa Ana combine academic rigor and real-world work-based relevance. Courses are aligned to both academic and CTE California State Standards with the main goal of preparing students for the workforce of the 21st century. To prepare all students to be both college and career ready, we have updated many of the courses to satisfy the "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our CTE courses offer articulated credit with local colleges that allows students to receive both high school and college credit for the course. Most recently, we have focused on offering dual enrollment community college courses in our pathways. Furthermore, we offer industry internships to students to apply theories and skills acquired in the classroom to an actual job situation, further solidifying a real-world experience. SAUSD continued to provide students to participate as interns in an exclusive internship opportunity at the prestigious JPL Laboratory in Pasadena. SAUSD was honored for the second year to have the only high school students who participated in this incredible opportunity.

Prepared by Don Isbell, CTE Director
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Santa Ana

Art of Animation I (UC) + S C
Art of Graphic Design (UC) +S C
Auto Technology I + S
Auto Technology II + S
Criminal Justice + S
Fashion Design & Merchandising + S
Foods I & II
Intro Engineering & Design (UC) S
Legal Law S
Medical Core + S C
Video Production
Writing for Stage & Screen (UC) S

CTE Extended Learning
Auto Technology I + S
Auto Technology II + S
Criminal Justice (UC) + S
Hospital Occupations Internship i S
Medical Core + S C
Merchandising Internship i C
Tech Certification for Business + S I
Writing for Stage & Screen (UC) S

Legend:

(UC) UC a-g Approved Course
+ Articulated Course
S Sequenced Course
i Internship Course
C Industry Certification
CTE Extended Learning (after school)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.